



SUMMER  
22ND JULY 2021

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BRENT.SCH.UK

# Ashley News

## London Art at The Biennale

TASHA



TASHA

### Finding inspiration through art.

The trip to Somerset House was my first experience of going to an exhibition in London. My first impression of Somerset House was that it was a gigantic castle. The beauty of the antique staircase made me feel like I was leading up to the world of Narnia. I was astonished with the size, the height, the space and the amount of rooms in the castle. I and anybody visiting the exhibition would no doubt lose count of the number of rooms. I was really annoyed during the coach journey because there was NO MUSIC! However, I really enjoyed the sights of the city, especially the street art which I have been looking at in my art lessons.

Somerset House is a palace that was built by Edward Seymour, Lord Protector and Duke Of Somerset in 1547. It was a work of art that was demolished in 1775. William Chambers, a well known architect, began to build it as a palace where The Royal Academy of Arts displayed their exhibitions. In years to follow Somerset House has hosted many art exhibitions and London Fashion Week. Today, it is also used as a venue for concerts and events.

Leaving school was exciting. We were enjoying the coach journey, talking and making lots of funny

and bad jokes. After 10 minutes, the journey felt like it was dragging on and on. The coach stopped at the entrance when we FINALLY got there. As we waited to get our badges that said "11.00am," that's when the fun started.....

We stopped off for lunch on a random staircase. FINALLY FOOD! There was a lot of walking and the spiral staircase was really cool as it was winding all the way up to the ceiling. The garden that we walked through had rocks with nice messages written on them about humanity and climate change. The 17 pillars had different messages that inspired people to make a change if they could in their lives. The interactive white board had words and phrases to think about, last but not least the lanterns were cool because they

would turn on and off automatically. I made a really funny joke, as I was hugging a tree and it was "I don't wanna leave you tree, you rock my world!"

I would recommend this trip to other people because it is quite interesting to look at the different forms of art, structures and innovation from around the world. It shows diversity, culture and fine art. This trip has everything you can dream of.

### LINETT KAMALA Innovation, Social & Cultural Capital Trip to the Biennale 2021



STUDENT RESPONSE INSPIRED BY THE TRIP: RESONANCE RELAXATION SPACE

Our students attended the prestigious London Design Biennale at Somerset House on Thursday 24 June 2021.

The trip gave our students the opportunity to experience a global gathering of the world's most ambitious and imaginative designers, curators and design institutes. The Biennale was curated by innovative designer Es Devlin who chose the theme of Resonance, was responded to by countries, cities and territories in their installations and presentations across Somerset House, London.

Our students also walked through the Global Goals Pavilion – Forest for Change in the Edmond J. Safra Fountain Court where 400 trees have been planted.

The trip proved to be very inspirational for our students who then created their own response by collectively building an installation in the Ashley College green space which they have named the Resonance Relaxation Space. It includes designs on pebble stones referring the 17 United Nations Sustainability goals carefully drawn by the students.

### A Students' Perspective

"Was a nice trip to see the different concepts of Art and Design and all the creativity from different parts of the world.... the best part of the trip was the interactive section of things we could explore and touch" - Vicky

"The Art was quite odd however, it was quite fun. I enjoyed talking to the shiny pillar that took into consideration people's views on injustice" - Daina

"I enjoyed the trip, I found the room with the switches fun and interesting. I thought the outdoor garden was nice to see and experience" - Eric

"The trip was entertaining... my favourite part was the outdoors the garden section which was quite interesting and informative" - Ocean

### CAROLINE O'GARA Our Guiding Principle

A guiding principle of the College is to have personalised learning that encourages our students to become critical and independent thinkers. This e-magazine is an innovative opportunity for the students to articulate their own ideas and reflections on the learning activities they have experienced. The content of the magazine clearly shows their engagement with trips and class activities undertaken. It also impressively demonstrates that our students' learning is not confined simply to the curriculum but is also informed and enriched by broader cultural experiences and practical life skills.

It has been a pleasure to see the students so wholeheartedly take the opportunity to work independently and collaboratively on this magazine.

Please enjoy.

## Headteacher's Message

RANJNA SHIYANI

Dear Parent/Guardians,

It gives me great pleasure to hand over the major writing of the content of this magazine to our students this term who have selected the items and worked diligently on writing and editing the pieces. With support and guidance from their English teachers, Caroline O'Gara and Sasha Sharpe, I am sure that, like me, you will enjoy reading the content.

This has been another year of success for our students, despite the continued restraints around COVID-19. We witnessed our Year 11 students develop resilience, grow in confidence and achieve amazing outcomes, personally and academically. On 25th June, at the Grim's Dyke Hotel, we celebrated their achievements and wished them the best for the next stage of their journey.

COVID has made us embrace technology and reflect on how we deliver our curriculum and teaching & learning. Teachers continued to offer hybrid sessions when certain students

had to isolate and look at using VR to take students on 'trips' to museums and invite professionals to give careers talks remotely. Students were able to benefit from learning Portuguese, French, Spanish as well as Japanese - all delivered remotely by our teacher, Anu Jain, based in Nottingham.

In the summer term as certain restrictions lifted, we were once again able to take our students on real trips, some of which they have written about in this magazine.

As rules around COVID may change during the summer, we will contact all parents/carers during the week before the start of Autumn term, 2nd September, to update them on any changes/requirements we need to put in place for the start of the term.

Meanwhile, I hope that you and your family a restful summer and are able to enjoy the outdoors, take walks and if possible do take advantage of all the summer activities available in Brent over the summer holiday details of which are also included in this E-magazine.



# HOLIDAY ACTIVITIES AND FOOD (HAF) PROGRAMME



WORKING IN PARTNERSHIP WITH LOCAL SCHOOLS, THE COMMUNITY AND VOLUNTARY SECTOR TO OFFER A VARIED AND WIDE RANGE OF ACTIVITIES OVER THE SUMMER HOLIDAY.



## BRENT COUNCIL (HAF) Partnership working at its best.

Brent Council has received funding from the Department for Education to deliver a Holiday Activities and Food (HAF) Programme in 2021, as part of a national scheme. The aim of the programme is to support the physical and mental health and wellbeing of children and young people, encouraging them to engage in interactive and fun activities.

The programme will offer free places at holiday provision in the summer holidays in 2021 for school-aged children in Brent (aged 4-16) who are eligible for benefits-related free school meals. Holiday provision can also be open to children not eligible for free school meals, but participation may not be funded through the government grant.

<https://www.brent.gov.uk/services-for-residents/children-and-family-support/childcare/out-of-school-and-holiday-care/holiday-activities-and-food-haf-programme/>

### Kilburn Park School

Mon, 19 Jul 2021, 10:00 – Fri, 13 Aug 2021, 14:00 BST

TO BOOK A PLACE, PLEASE CONTACT THE SCHOOL DIRECTLY.

This programme is open to children aged 4-11, who are currently pupils at Kilburn Park School.

### Police Summer Camp

Tue, 20 Jul 2021, 07:00 – Wed, 11 Aug 2021, 15:00

TO BOOK A PLACE, PLEASE CONTACT NEWMAN CATHOLIC COLLEGE DIRECTLY.

This programme is open to young people aged 11-16, who attend Newman Catholic College. Activities include: cooking, boxing, cricket, team-building, art, dance and drama.

### 2 Da Stage Performing Arts

Mon, 26 Jul 2021, 08:00 – Fri, 6 Aug 2021, 18:00

[CLICK HERE TO BOOK A PLACE.](#)

Or visit: <https://2dastage.com/>

Offering a range of fun activities for children aged 4-11 over the school summer holidays, including sports, entertainment, trips and much more.

John Keble Church of England Primary School  
Crownhill Road  
London  
NW10 4DR

### Kidzplay Afterschool

Mon, 26 Jul 2021, 08:00 – Fri, 27 Aug 2021, 20:00

[CLICK HERE TO BOOK A PLACE](#)

or visit <https://www.northview.brent.sch.uk/parents/kidzplay-afterschool-club>

This programme is open to children and young people aged 4-14. Activities include dance, cooking, arts & crafts, DJ workshops and day trips.

Northview Junior and Infant School  
Northview Crescent  
London  
NW10 1RD

### Fresh Arts

Mon, 26 Jul 2021, 08:00 – Fri, 27 Aug 2021, 20:00

[CLICK HERE TO BOOK A PLACE](#)

or visit <https://www.northview.brent.sch.uk/parents/kidzplay-afterschool-club>

This programme is open to children and young people aged 4-14. Activities include dance, cooking, arts & crafts, DJ workshops and day trips.

Barham Primary School

Danethorpe Primary School  
Wembly  
HA0 4RQ

### Dare Playscheme

Mon, 26 Jul 2021, 09:30 – Fri, 20 Aug 2021, 14:30 BST

[CLICK HERE TO BOOK A PLACE.](#)

or visit: <https://dareplayscheme.co.uk/book-a-session/>

DARE Playscheme provides a fun and safe space for children aged 4-16 with Special Educational Needs.

Activities include Arts and Crafts, Cooking, Sensory Stories, Table Top Games, Sports, Movies, Music, Sensory Play, Drama, Dancing, and Swimming.

The Village School  
Grove Park  
London  
NW9 0JY

### Oakington Manor Primary School

Mon, 26 Jul 2021, 09:30 – Fri, 20 Aug 2021, 15:00

TO BOOK, PLEASE CONTACT OAKINGTON MANOR DIRECTLY.

This programme is open to pupils at Oakington Manor and Furness Primary Schools. Activities include golf, archery, cooking, football, arts and crafts, cheerleading and much more!

Oakington Manor Primary School  
Oakington Manor Drive  
Wembley  
HA9 6NF

### London Basketball Association

Mon, 26 Jul 2021, 10:00 – Thu, 19 Aug 2021, 15:00

[CLICK HERE TO BOOK A PLACE.](#)

or visit: <https://campscui.active.com>

This programme offers a basketball training camp to young people aged 9-13.

Charteris (Kilburn) Sports Centre  
Charteris Road  
London  
NW6 7ET

### Active Sporting Communities

Mon, 26 Jul 2021, 10:00 – Fri, 20 Aug 2021, 16:00

TO BOOK A PLACE, PLEASE CONTACT THE SCHOOL DIRECTLY.

The programme offers a range of activities for young people aged 11-16, including sports, art workshops, dance, and wellbeing activities.

This programme is only open to young people who are currently pupils at Capital City Academy.

Capital City Academy  
Doyle Gardens  
London  
NW10 3ST

### Jason Roberts Foundation

Thu, 29 Jul 2021, 12:00 – Tue, 31 Aug 2021, 16:00

TO BOOK A PLACE, PLEASE CONTACT THE STONEBRIDGE RECREATION GROUND

These activities are open to children and young people aged 8-11. Activities include tennis, football, netball, basketball, cricket, dance and wellbeing activities.

Stonebridge Recreation Ground  
Bridgestone Arena (the Pavillion)  
London  
NW10 8LW

### Muzani Community Centre

Sat, 31 Jul 2021, 10:00 – Tue, 24 Aug 2021, 14:00

TO BOOK A PLACE, PLEASE CONTACT THE ISLAMIC CENTRE

This provision is available to young people aged 4-16. Activities include: football, group sports, healthy eating and nutrition education.

Muzani Community Centre (Islamic Centre and Mosque)  
Church Road  
London  
NW10 9NP

### Fresh Arts

Mon, 2 Aug 2021, 09:00 – Fri, 13 Aug 2021, 15:00

[CLICK HERE TO BOOK A PLACE.](#)

or visit: <https://fresharts.class4kids.co.uk/camp/34>

The programme offers places to children aged 4-11. Activities include speech & drama, dance & movement, singing & music, arts & crafts and outdoor sporting activities. This year's theme is healthy living.

Salisbury Primary School  
Salisbury Road  
London  
NW6 6RG

### Aspire and Grow

Mon, 2 Aug 2021, 10:00 – Thu, 26 Aug 2021, 14:00

TO BOOK A PLACE, PLEASE CONTACT WILLESDEN SEVENTH-DAY ADVENTIST CHURCH

The programme offers a range of activities for young people aged 4-11, including sports, arts and crafts, gardening, cooking and baking, drama, dance and music, and much more! Running MONDAY - THURSDAY between 2nd and 26th August.

Willesden Seventh-day Adventist Church  
Glebe Road  
London  
NW10 2JD

### UpSkill Yourself

An opportunity for young people to learn something new and gain practical life skills through a series of online workshops

1. Register as an UpSkill Yourself participant  
<https://upreachinthecommunity.com/upskill-yourself-registration-2021>

2. Book your space on the online workshops via the Eventbrite listings  
<https://upreachcic.eventbrite.com>

3. Wait for the emails confirming your registration and zoom links to attend the online workshops.

4. You will also receive a text reminder the day before and morning of the workshop.

For more information visit <https://upreachinthecommunity.com/upskill-yourself-2021>

or email [info@upreachinthecommunity.com](mailto:info@upreachinthecommunity.com)

To be eligible for a free place via Brent's HAF programme you must meet the following criteria:

- Be a resident in Brent or attend a Brent school.
- Be eligible for and in receipt of free school meals OR have spoken to your school regarding your eligibility.



ALMAS

Transition Back to Mainstream.

During my time at Ashley College, I've been supported in many ways and feel I learnt a great deal in my subjects during my time here. I have improved in all my subjects and have been able to relax in lessons which meant I could focus completely on my work. As time passed by, I developed my confidence in communicating and learnt how to deal with difficult situations; in particular, I am happy that I could continue learning during lockdowns.

After so many months I am finally able to go back to my mainstream school and I am pleased about that because I want to be around my friend there and I feel really ready to return to mainstream. The process has been slow and steady but I am confident I can make a smooth transition because in the last few weeks, I have been given the opportunity to visit my school, attend taster sessions and discuss the curriculum I will be following in Year 11. It has been quite some time since I've come to Ashley College now. I think the transition back to Alperton will be smooth .

VIVIEN

My first impressions of Ashley College

My first impression of Ashley College? I didn't think much of it. Ultimately, it was just a smaller school than mainstream, maybe just more quiet. For the first few days, it was nerve-racking to talk to pupils that I've never seen before. I felt that it was a rather 'tight knit' community, which led me to believe that even if I'll try to fit in, it won't be the same as if I joined back in January, when most students seemed to have already joined. Did that happen though? Luckily, not! I found myself that in this speck of people, it was much easier for me to settle it, especially when my friend Daina made me feel welcomed and included.

One of my first encounters was with the Assistant Deputy Head, Sasha, who gave off good vibes from the start. She doesn't fail to remind me of my mainstream head of year, who's also a warm character that I wouldn't be embarrassed to go to with a problem. I think she's contributed to a lot of our lessons, allowing us to experience different things outside school education; even though I've only gone to Equine therapy for a couple of lessons, I can say with no doubt that I enjoyed it thoroughly. Interacting with the horses, it provided me with a bunch of empirical observations that I could confidently use onwards!

Another trip that I've attended was when we all went golfing. Despite the rain and the VERY COLD WIND that I'm pretty sure I've caught a cold from, it was so great. I really think it was a great activity for every age, and the group that I was in made it even better.

Whenever I feel like I'm out of ideas to entertain myself, I just remind myself that we get to attend the equine course once a week. Every Tuesday, we travel to a horse stable to learn about various different information about horses that I've never had an interest in before. It really makes my week whenever we get the chance to visit, and spend the day with them. The horse that I've grown closer to is Izzy; after grooming and desensitization, I've taken notice that he's gotten very comfortable with me and Daina! What a sweetheart.

Would I recommend Ashley College? With no doubt, whereas I can say that there will be low lows and high highs, and we get frustrated and say things out of the blue that we will apologise for later, but everyone is here to help. The curriculum, and the effort that has been put out by teachers and TAs are remarkable, and I truly feel they should be recognized for the hard work as-well-as the patience and emotions they are able to portray. Even though I've only been here for about a month or so, I haven't felt this in a while.



Cllr Ketan Sheth | Councillor for Tokyngton, Wembley Hill & Wembley Park, Chair, Community & Wellbeing Scrutiny Committee

VIEW FROM THE CHAMBER: ‘I WAS IMPRESSED WITH WHAT I SAW AT ASHLEY COLLEGE’

Community and Wellbeing Scrutiny Committee, Brent Council

I recently visited Ashley College: pioneering provision with excellent facilities for learners who need a different approach.

Ashley College is an alternative provision school in Wembley for Brent children and young people who are unable to attend a mainstream school due to their medical needs. It offers dedicated support for 20 learners, at any one time, and home tuition for those who are unable to leave their home.

They also provide learning opportunities for CNWL NHS Trust's Crystal House, which is a specialist provider of assessment and treatment, for up to five young people with learning disabilities. As well as providing education for the young people, they also work closely with the clinical team to build the confidence to develop their daily living skills.

Many local authorities tend to meet their statutory duty with a few hours of home tuition per week for learners. But I was impressed with what I saw at Ashley College, considering the small, but resourceful team, who provide an excellent range of

GCSE subjects as well as a wide range of other skills.

“Sadly, provisions such as Ashley College are rare, however they do provide a critical and vital role in our community: they support children who may otherwise be ‘forgotten’.

Sadly, provisions such as Ashley College are rare, however they do provide a critical and vital role in our community: they support children who may otherwise be ‘forgotten’. They provide our children with hope, a pathway to getting back on track, and the opportunity to develop in a supported environment and begin to see a future.

<https://www.kilburntimes.co.uk/news/ketan-sheth-on-ashley-college-8127414>

Healthy Eating Can Still look Beautiful

LAURAN BRANNIGAN

This year in food technology we have been growing some exciting foods in our vegetable patch. Pupils began with sewing sunflower seeds and they are now absolutely huge! Perhaps it is the lack of sun which has prevented the flowers from blooming so we are waiting patiently now. We have a range of salad leaves growing, courgettes, tomatoes, garlic and onions as well as some perfect little cabbages forming. We are waiting for our vegetables to be fully grown in order to incorporate them into our dishes we cook but in the meantime we are regularly picking herbs to incorporate into our dishes for a nutritional and flavour boost. Pupils have learnt about the benefits of these herbs as a “preventative medicine” and how we can

use them to boost our immune system, perfect for boosting our health during these strange times. We also had the honour of a virtual tour with a Michelin star chef, Ollie Dabbous, who runs the amazing restaurant “Hide” in Mayfair. He gave career advice to our students, explaining his path into the business was about working from the ground up. He began his journey as a humble pot washer and as he impressed his employers and worked his way up, he began to travel to countries in Europe and gain experience with very accomplished and famous chefs. Our students devised a range of questions to ask him to learn more about his favourite foods to his most difficult experiences as a chef. We are excited to be arrang-

ing a work experience placement with our Year 10 student Owen Mitchell who is already a keen and skilled chef with great potential. We are excited to see what Owen learns with Ollie, hopefully in September, Covid restrictions allowing.

Healthy Banana Muffins

Ingredients: Serves 10 (10 muffins)

- 2 Bananas
- 2 Tbsp milk
- 2 Tsp vanilla essence liquid
- 2 Tsp white or cider vinegar
- 2 Tbsp of peanut butter powder or 2 tbsp sunflower oil
- 1 Cup of oat flour
- 1 Tsp baking powder
- 1 Tsp bicarbonate soda
- 1/2 Tsp salt
- 1 Egg
- 1 Tsp cinnamon
- 2 Tsp sugar or honey

Method:

Preheat the oven to 176 degrees Celsius.

Whisk the first five ingredients in a bowl, and set aside for ten minutes.

In a separate bowl, stir together remaining ingredients (remaining dry ingredients).

Pour dry ingredients into the bowl of wet ingredients, and mix well.

Spoon into individual muffin tins, add desired topping eg: walnuts, chocolate chips, pecans etc.

Bake in the oven on the centre rack for 10-15 minutes until golden brown.

Recipe provided by Vivien Roman



RANJNA SHIYANI & KETAN SHETH

SCIENCE WEEK

5th - 14th March

During Science week the Key Stage 3 students interviewed a female scientist called Judith Irwin. Judith explained to the students how she trained to be a Bio Chemist in the late 50s when this was not an acceptable profession for women.

She studied her degree at King's College Hospital in London and then worked in a laboratory where she was very involved in the early days of cancer research. Judith explained what a typical day in the research laboratory was like and how she worked with a team of scientists to discover ways to interfere with the growth of cancer cells.



The students discovered how scientific research has developed has over the years and that there are many opportunities for men and women to train and work in the field of science today. Judith was very passionate about her work and the students learnt how important research can be in finding cures for diseases.in finding cures for diseases







# The Grunwick Strike

## August 1976 - 1978

## A window into Brent's past.

CAROLINE O' GARA

In History, the KS3 students have been exploring Brent local history and as part of that project and to enhance the students' cultural capital, our students visited Brent Museum and Archives on 1st July. This trip gave our students the opportunity to explore the Grunwick Strike which took place from 1976 to 78 and which was a hugely significant event in Brent history.

Led by Jana Cameron, Learning Officer at the museum, the students were given a tour of the artefacts relating to the strike. This was followed by a meeting with the archivist, who talked about her role and how archives work. Jana also led a very interesting workshop in which the students were given the opportunity to handle original items from the archive and discuss the vast array of sources related to the Grunwick Strike.

## TASHA

The Grunwick strike took place in Dollis Hill in August 1976 and ended in 1978. This occurred during a time in Britain when Asian workers walked out in protest against the poor and unequal treatment and uneasy treatment. The main cause of this strike was because there were Indians that left East Africa in 1970's and were paid lower wages than they paid white citizens.

Furthermore, the working conditions were very poor; for example, the women had to ask permission to go to the toilet. Another factor which led to this strike was that they thought women did not have the right, they were too scared to speak up so they stayed with the same money that they had. The company deliberately employed Asian women workers so they could pay them lower wages.

The strike was led by Jayaben Desai. They asked to join a union but Grunwick refused. 100 workers joined the strike and it lasted for 2 years. It was important because for the first time white citizens and males had given support to ethnic minority women workers.

Jababen was a significant woman and was admired. She had a large impact on the community and on all workers throughout the country. The strike brought Black and Asian workers to the front of the industrial action.

The management did not think much of women. The women were ignored for a long time and suddenly they were placed at the front. This strike is a reminder that the union is the most diverse and dynamic.



# SPEECH ABOUT PREJUDICE IN BRITAIN

TASHA, DAINA, ALICIA &amp; VIVIEN

Today we are going to bring attention to prejudice in Britain. Prejudice is an injustice against one or more people that is not based on actual experiences, but based on people's biased beliefs and opinions of others. These experiences could be in the forms of: bullying, sexism, racism, gender inequality, religion and many more.

Would you like it if you were the person experiencing prejudice? How would you feel if no one was there to help you or stand up for you? We are here to persuade you to “Speak up, Stand up and Shout out” against prejudice in Britain.

We would like to shed light on situations that have happened due to the inequality that still exists in Britain. There were many incidents of prejudiced behaviour against young adults and children.

Have you heard the story of Naomi Washington Leapheart?

In 2018, a black woman called Naomi Washington Leapheart, was drugged, raped and then brutally killed by a disgusting and vile man, because she was transgender. This was prejudice because the police categorised this story under “knife crime” instead of sectioning it under “hate crime” due to Naomi’s chosen gender identity. This poor, innocent woman was killed for no other reason than her gender identity, but we also wonder whether there was also a racial prejudice that drove the murderer to commit such a terrible act. We encourage you to “Speak up, Stand up and Shout out” against prejudice in Britain.

Do you know how many people around the world are being bullied because of their race, religion or gender identity? Is this right? Prejudice is not just one thing; it goes on multiple pathways that can lead to a tragic and horrendous ending. Research has shown that in 2020- 2021 there had been 105,090 hate crimes reported by the police in Britain. This is a rise of 7,644 in one year, in spite of the country going through two Covid- 19 lockdowns that went on for a total of 9 months. These crimes took place face to face and on social media. We encourage you to "Speak up, Stand up and Shout out" against prejudice in Britain.

A 12 year old boy named George, whose family were travellers all suffered against hate crime. George in particular suffered against prejudice due to his parents having a strict view about the institution since his siblings were bullied by older students. Whilst having strong desires to attend public schooling this young boy is missing out on his rights to a good education and making friends. If you were in his shoes how would you handle the situation? We embolden you to “Speak up, Stand up and Shout out” against prejudice in Britain.





CEZARY

# Cycling

Cycling is beneficial not only for physical health but also for one's mental well-being. One of the advantages of cycling is that it improves your cardiovascular fitness because you are exercising the heart which is a muscle. It also helps to burn fat and calories and not only that, works both upper and lower body. In some cases, it can reduce the risk of getting any type of cancer. You can also increase your stamina, for example if you ride your bike every day after a month you're going to be able to do the route you take with ease and makes it easier for the body and gets trained for more advanced exercises. In addition to that, cycling can also help fight depression and make you feel more energised and it may reduce anxiety. Your self-esteem gets increased and makes you feel more confident riding on the road. Before going for a bike ride you can allow yourself to have a lot of carbohydrates because it makes you feel like you can make it over a mountain even if you had doubts.

England is a dangerous place for bikers because most of us have to ride on the road and most people don't like wearing helmets or aren't comfortable but it is a fantastic way of exercising and greatly improves our mental health. For example, in the Netherlands it's very safe for students to ride bikes because they have their own cycle lanes even in



the countryside. These lanes have been constructed specifically for cyclists and they even have fences between them and the road so, if fall off their bike, they wouldn't fall into the road and that ensures they are safe at all times. Most of these youngsters feel so safe that many of them choose not to wear helmets and they get to school safely and on time. The reason I chose this country is because they are the number one cycling nation with 36% of people cycling instead of driving to work. Another point is that they have their own areas for parking their bikes and the government policy towards cycling encourages students because they get the satisfaction of being with their friends. Just like people who go to gym you wouldn't really go to the gym by yourself unless you're really determined but if you have mates to come with you, it gives you motivation and feel like competing with others.

In the last twelve months, 33% of Brits have been cycling. According to Cycling Industry News, "Between April and September 2020 the UK cycling market saw a 27% rise in sales volume and a 26% increase in average prices, compared with the same period in 2019."

Personally when I cycle I feel better and though I feel tired afterwards , it gives me that boost of confidence and energy so it makes me feel more fit and happy.

# Inspiration from Nira Chamberlain

‘YOU DON’T NEED ANYONE’S PERMISSION TO BE A MATHEMATICIAN’

Our latest mathematical inspiration at Ashley College during London Maths week, was the great Nira Chamberlain, whose recent online talk left our students cheering him on for his sheer determination to study maths and become a professor against the odds.

enormous RAF kitchen, to turn around the operation of a massively expensive MOD aircraft carrier to make it efficient to run, and in his mathematician's logic to sweep the boards at ten pin bowling.

As a child Nira loved maths, and despite being told by a teacher that he would make a better boxer, he was inspired by childhood hero Mohammed Ali's sheer self-confidence and continued studying maths in the face of a complete lack of encouragement from teachers and professors along the way.

Nira's story is an inspirational one, especially for our students who have less than perfect circumstances or who lack role models, or even for those who have no motivation to do maths because they can't see the point. This is a story all about maths in real life, and our students found it great.

He describes his mathematical modelling as a bit like Goldilocks and the three bears - you try the first porridge which is too hot, and the second one which is too cold, until you get to an option which is just right. He tells the story of how he used modelling like this to optimise the running costs of an



KADER BENAMARA

# Safeguarding Children

SAFEGUARDING YOUNG PEOPLE IS EVERYONE’S RESPONSIBILITY  
OWEN

The Rotherham Safeguarding Children Partnership (the RSCP) defines peer on peer abuse as ‘when a young person is exploited, bullied and / or harmed by their peers who are the same or a similar age’. The amount of peer on peer abuse is increasing and in 2019 there was a 29% increase in demand for counselling sessions.



Peer on peer abuse has likely always been an issue in groups of young people, but because of social media, where communication is almost effortless, it is far more prevalent in today's world. This doesn't mean that people are more likely to harm others than people 100 years ago, but it does show that young people now interact with a vast array of people, some of whom are young people, who derive an odd thrill from making their peers' lives hell.

Peer on peer abuse is often targeted at those who are seen as 'different'. This could include sexual/gender orientation or race but peer on peer abuse is not specifically targeted at these groups. Peer on peer abuse could also be sparked by social pressure, where young people try to get their peers to do things seen as 'cool'. Peer on peer abuse is a broad term that covers all abuse amongst

young people in a similar age range. Homophobia, racism, and sexism can be categorised as peer on peer abuse and are prohibited by law.

If you are a parent and believe your child is a victim or a perpetrator of peer on peer abuse, report your suspicions to the appropriate member of staff at the child's school and the school is legally obligated to investigate the issue thoroughly. The frequency of peer on peer abuse is on the rise and can be very damaging to the children affected. If you suspect that somebody you know is a victim, contact the appropriate member of staff. If the abuse is occurring outside of school, you can call various helplines such as the NSPCC's line (0808 800 5000) or visit websites like Kooth, which offers a 24/7 chat line.

# Crystal House

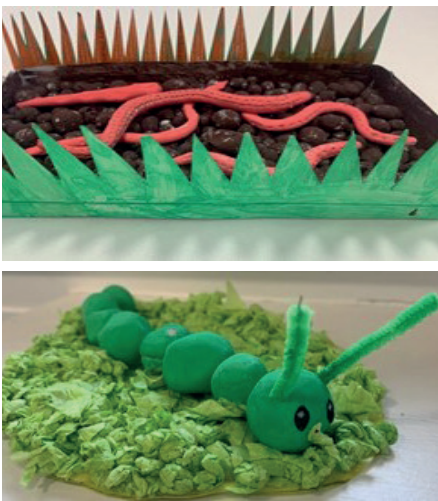
A VERY SPECIAL PROVISION FOR  
SOME AMAZING YOUNG PEOPLE.

During the summer term, the service users at Crystal House have been working on a project about the environment. They took part in a scavenger hunt in the garden where they found a variety of animals and mini beasts.

They used their findings to complete an AQA unit of work about animals and their habitats. They also completed a fantastic art project, making different kinds of insects they found.

All the art work created by the service users at Crystal house was three-dimensional and tactile with a multi-senory experience at every stage of their creations.

Here is a sculpture of earthworms on top of the soil. Worms are great for conditioning the soil. They are also a food source for birds.



# Air Pollution in Brent

WE’RE ARE ALL RESPONSIBLE  
KAI

Statistics reveal that Brent has 3 areas that are amongst the top ten most polluted areas in the UK. Harlsden, Drury Way and Neasden have high levels of Nitrogen dioxide (NO2) and particulate matter(PM10). For example, it has been reported that the annual mean NO2 concentration in Drury Way was 70 micrograms per meter cubed in 2011, which exceeds the annual mean limit value (40g/m3). These large numbers are mainly due to road traffic emissions, especially from diesel vehicles, construction, domestic heat and local energy generation.



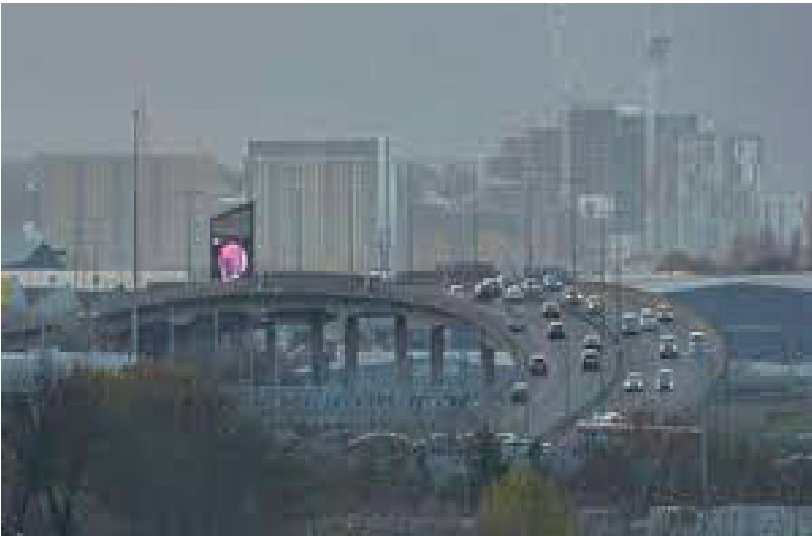
Air pollution can have a massive impact on peoples' health. The Mayor of London Sadiq Khan stated that every year the number of premature deaths are high. Many studies found a link between poor air quality and health in urban areas. If people are constantly exposed to air pollution, this may contribute to the development of chronic diseases, such as lung cancer and tumours to the bladder. In addition, high levels of NO2 might increase the risk of respiratory illness.

(leaving your vehicle engine running while stationary) is a significant source of local air pollution because it contributes to poor air quality which in turn damages peoples' health. The "No Idling Campaign" has been funded to encourage drivers to switch off their engine when parked up.

In order to improve air quality in Brent, an action plan has been created by the council. The Air Quality Action Plan (AQAP) includes a description of the measures needed to reduce air pollution, which are: Cleaner Transport, Public Health and Community Engagement, Exposure Reduction Measures, emissions from new engine idling

Another great project to help improve air quality in Brent is the "School Streets Initiative". A school street is a road outside a school with a temporary restriction on motorised traffic at school drop-off and pick-up times. The aim is to encourage a healthier lifestyle and active travel to school for families and lead to a better environment for everyone.

To conclude, it is important that people are aware of air quality in their area as this could affect their health in many different ways, so everyone should try to do something to reduce air pollution.





# The end of a Journey

YEAR 11 CELEBRATES THE END OF THIS JOURNEY IN PREPARATION FOR THEIR NEXT.

This year, Ashley College managed to stage a prom day for Year 11 pupils despite the restrictions due to the coronavirus.

After looking at our numbers carefully, it was decided the school could go ahead with both an indoor and outdoor celebration.

Grim's Dyke hotel in Harrow Weald and the schools strict COVID safeguarding procedures,

meant a small number of parents and students could celebrate this event in absolute safety.

Headteacher Ranjna Shiyani said: "After a very difficult year, I am delighted that we managed to give our Year 11s a Covid-safe prom."

"It had been touch and go for a while as the guidance kept changing right up until the last minute."

"The students were a credit to Ashley College and I would like to thank all the staff and students at school who helped me make it happen.

The college was very grateful to Grim's Dyke hotel for their excellent food and hospitality"

All the staff and the management committee of Ashley College, wish our year 11 students all the success in the future.



# Equine Therapy with Ashley College

CARING FOR AND INTERACTING WITH ANIMALS HAS MANY PROVEN HEALTH BENEFITS

### What is equine therapy?

Equine assisted therapy is a holistic, experiential and highly specialised form of therapy that involves working in collaboration with a horse, your therapist and an expert horse handler.

During sessions, our students don't actually ride the horse. Instead, they carry out tasks such as feeding, grooming and leading the horse. Sessions usually take place in small groups, where you may have specific tasks or 'obstacles' to overcome. After sessions, they have the chance to discuss their experiences and emotions with their therapist.

Ultimately, the aim of equine therapy is to help them to discover more about themselves, develop new ways of thinking and change any negative behaviours.

*Tasha's Experience*

I have been attending equine therapy for the past few months. Many of you might be wondering what equine is? Equine therapy is about teamwork skills, communication skills, body language and how you use it to interact with the horses. I have seemed to bond with this one horse who is very special that goes by the name Bonnie. Such a sweetheart. If you love animals

there are always a bunch of dogs to play with.

The staff that trained us to work with these horses are really lovely and kind. They have a vast knowledge and a range of skills which they have passed on to us. The qualification that I am doing is with the Princess Trust. This qualification will open us to many opportunities in the future and allow us to use various transferable skills in our future jobs. On completion of this course I will be awarded either a certificate, medals, a job working with horses, vouchers and many more.

"All these horses love to eat. Bonnie is a small black pony."

Through these sessions we have learnt to work as a team, and how to listen to each other and problem solve. It has enabled me to form a bond with Bonnie. She is a small black pony that loves to be stroked on her stomach but hates to be scratched on her tummy.

All these horses love to eat. She doesn't like to be scratched too hard but she loves the tail brush and the plastic curry comb.

Equine therapy is the most challenging task ever. POO PICKING! SERIOUSLY!!!!!! The smell of the poo after a while seems bearable. Did you know a horse poops 10 times a day and eats all day? Horses get in a huddle when it is raining so that they do not get wet and they sleep standing up.



# MUSIC FROM A STUDENTS' PERSPECTIVE

Daina

Music with Mike has been amazing This wasn't like a previous music lesson I have attended. You didn't have "Jake" or "Tim" in the corner telling everybody they were amazing at rapping and you definitely didn't have "Jessica" or "Sara" talking about how there were better at singing than Beyoncé.

Instead you had a band - a band of people who did something they loved and it sounded amazing. I had never heard anything like this at school before. I have never had that rush of adrenaline running through my veins as I heard everybody singing, playing and doing something with excitement.

"it was because she was amazing"

A tingle passed through my fingers as I heard the drums pound and crash to make an amazing beat. The singer sang her heart out as loud as she could and I felt my legs shake.

This wasn't because she was competition; it was because she was AMAZING! In my old school, everything was competitive. I had learnt that the way to survive school was to be competitive too. At Ashley College, everyone was smiling; I don't remember the last time I smiled at people's fortune. This feeling that I felt as I heard the music echo through my ears. ..I didn't want to lose it, NO, I couldn't lose it! Music was my passion and this made me happy.

Mike brought me out on my first day outside the classroom and he wanted to hear me sing. I almost had a panic attack on the spot. I couldn't bear that, I thought he would be disappointed but instead, he understood I was scared.

Although the classroom was quite small, it gave off an echo when one of the students sang. I was so excited to know that one day I would be up there singing too and showing how much I enjoy it. I can't wait for music next year.

# WELLBEING COMES IN MANY FORMS

### JUNGLE GOLF

Vivien & Skye

I was so looking forward to going golfing on a sunny day with my school, but then it started raining. We started off on the Congo course, while others took on the Amazon Jungle, as we struggled to all be on the same route. I really enjoyed the Congo course, because although it was raining, and there was practically no sun, we all had to brush it off and enjoy it as much as we could.

My favourite part of the trip was when I got a hole in one effortlessly although we did lose lots of balls. Some people I was playing with were very competitive but others were more chilled about it. Other people started showing up later on even though it was still pouring it down with rain. In the first hour, I learnt that you can get very frustrated when it comes to not being able to play properly because of how slippery

it was. My team consisted of four people: Daina, Frank, Almas and me.

The course was very scenic, with a giant turquoise waterfall glistening in the distance, making it the perfect platform to overlook the golf course. When walking through the pathway, micro speakers were installed in the mouths of the animals making the unique noises, really letting people experience how it would feel if they were in the jungle.

We made our way through the Aztec tomb and past a variety of our Jungle wildlife. We started our adventure on the Congo course and came face to face with hissing snakes, spitting spiders and possible the largest jungle mammals. Be careful on the super swingy bridge though, everyone complained when I tried to move it around. It was great fun.





# REFLECTIONS FROM YEAR 11 STUDENTS

COMMENTS FROM  
OUR YEAR 11 STU-  
DENTS...

Asia

“Ashley College helped me get back on my feet after a year out of school and helped me gain the rest of the knowledge I needed to know in order to be successful in the next stages of my life. I am very grateful.”

Courtney

.....”what I am trying to say is that ever since I started going to Ashley College, it’s like I have evolved from the person I was to the person I am and the times I’ve been here will always change me for the better.”

Katherine

“With the right conditions and supportive teacher, I was able to get very good at maths and actually enjoy the subject. I even began to get good grades and I was so incredibly proud of myself for the first time in my life. Alongside maths, I enjoyed all my other lessons too because the teachers made me feel comfortable and relaxed, as before I would always be stressed out during lessons.”

Ocean

“I like music here too because I get to express myself through playing the bass, keyboard and drums without pressure from the music teacher and work with other students to create amazing sounding music if the students don’t get side tracked.”

Cian

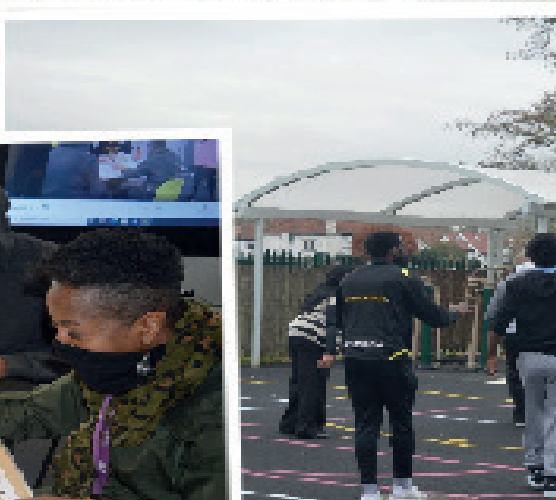
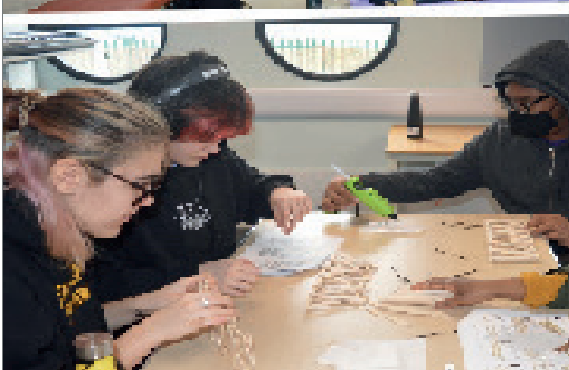
“Apart from Food Tech, I look forward to exercising and doing PE every single week because it keeps my health in check, creates a peaceful environment and I also enjoy using a range of sports equipment like the ping pong table, outdoor gym plus football and basketball that we are lucky to have access to at all times.”

Robin

“I received only acceptance and patience, allowing me to go at my own pace... to make me as comfortable as possible with returning into the school system. The continuous reassurance through certificates conveyed my climb back to mental stability, letting me feel comfortable in my abilities as a pupil for the first time in years.”

Victoria

“My first impression of Ashley College when I first arrived was that the school didn’t feel like a school. It was a relaxed and laid back environment where I felt like I wasn’t being pressured or being made fun of for my ADHD. The people were very welcoming and warm, I felt at home, listened to and safe for the first time in years.”



## THOUGHTS AND REFLECTIONS ON OUR YEAR 11S

CAROLINE O’ GARA

The Year 11s blossomed from few in number into a very vibrant and interesting larger group of young people each with their own unique talents and personalities. The mutual respect, kindness and support for each other was evident in lessons and extra-curricular activities and by the end of the year, despite the challenges due to Covid, they all grew in independence and resilience.

Each of them will be remembered as individuals; staff also acknowledge their impact on our school as a group.

Vicky has been praised for her leadership skills as well as her kindness, empathy and support for other students.

Robin’s strong opinions and ability to articulate them with passion have made a lasting impression on all he came in contact with.

Ocean’s creativity in Art, Music and imaginative writing inspired others in these fields and his work is visible for all to see.

Staff have always noted Courtney’s thoughtfulness and viewed him as a deep thinker. He has had a calming influence on everybody which led others to pause and think about their own ideas.

Similarly, Cian has been regarded as someone who thinks carefully about issues; he is also calm, gentle and a fantastic storyteller.

Although not with us for long, Asia’s charm, perceptiveness and wit has made all of us laugh and smile.

Katherine has a wonderful sense of humour and must be admired for her perseverance and independence.

Shannon has a very sincere approach to her work and could see a challenge through from beginning to end; in the final weeks, staff really enjoyed their conversations with her.

We have known Ali since year 9 and he was welcomed back in Year 11 to complete his exam; he quickly impressed us as a budding mathematician.

The staff at Ashley College always fondly remember the Year 11s when they leave and this group have made a lasting impression. We are confident that they all have the determination to achieve their goals and we look forward to their visits in the coming years.



# CREATIVITY AT ITS BEST

## Breathing

Daina

I regret breathing.  
Because every breath was like  
playing a game of Russian Roulette.

My mask became my friend  
And my enemy was oxygen.

My only friend was those masks,  
gloves and hygiene gel even though  
sometimes the tingle of the gel felt  
like hell.  
Social media was a distraction  
from the world but that didn't help  
either.

I was alone  
Fighting a war at school shops and  
home...

I had never been so scared for my  
and my family's life. I tried my  
hardest to keep a smile plated on  
my face like a shiny new car nob.

But even at times that plated smile  
would peel and rip.  
The mask became more than a  
friend; it became a shield from the  
world.

Friends would ask to hang out and I  
would say no because I don't know  
where they have been.

I didn't want numbers because that  
always ended in envy and hatred.  
But at the same time I felt myself  
losing hope in humanity and losing  
my happy plated smile.

My body was intoxicated with  
fear... It still is.  
So I didn't breathe. I took that mask  
and held it against my face. This  
was now a part of me and I can't  
take it off.

Anxiety took over and sucked me  
into an everlasting loop.  
I swam in the emptiness and  
sulking for a while, until I was lost  
in an everlasting void.

I still am. I begged and pleaded  
with God to cleanse the air and  
make it suitable for me.  
But even God couldn't help me. I  
was lost, lost in an everlasting loop.  
Night and day. Morning and  
evening.

The squares on the computer  
screen started to hurt my eyes but it  
was soothing my mind. everything  
looked like pixels.

I was stuck and this replaying loop  
was getting old.  
So now I'm lost. And this loop has  
started to come to an end.

What do I do when I start to  
comprehend?  
When I started to comprehend the  
fact.

After the world goes back.  
We can't change the past.

But the future doesn't have to last.  
With envy and suffering we can  
change our fate.  
Just stay in. Mask up.

And you won't have to meet your  
fate.  
Started to come to an end.

## Streets of Brent

Courtney, Ocean, Almas, Victoria,  
Robin and Kai

Brent is the doorway to our future.  
My roots are in the streets and shops  
of NW10,

Walking from Alperton to  
Harlesden station, still and quiet,  
Yet still buzzing with life.

Down by the canal  
while walking after school on  
Preston Road

The streetlights shine above me  
the rays criss-cross behind me  
as I open my door.

Brent is our home, our territory,  
so explore .

## The Mask of Insecurities

Daina & Tasha

The fear of being alone slowly  
penetrated through my soul.

No place to go  
No place to call home.

Fearful of people,  
Fearful of the dreadful future ahead.

No place to go  
No place to call home.

My only friends are my parents  
Only sometimes they disappeared too.

No place to go  
No place to call home.

It was me, myself and I  
But sadly that song became true.

No place to go  
No place to call home.

The one night as I closed my eyes  
I saw a shadow flying high, it  
came to me with sweetest smile  
told me it wanted to talk for a while.

"Peter Pan" that's what they call me  
I promise that you will never be lonely.

No place to go  
No place to call home.

It suffocated in an endless pool of  
suffering  
As I noticed the world had shut down  
like a kids candy shop.

No place to go  
No place to call home



## Alone Together

Tasha & Skye

There was a time when I was alone,  
No place to go  
And no place to call home  
My only friend was the man on the moon  
Only sometimes he disappeared too.

And ever since that day,

There are gaps and walls between us,  
Yet we're close because we care,  
And the distance is diminished,  
For there's one enemy we share.

You know your friends all have their  
struggles,  
So you try to hide each tear,  
But there's no use holding back;  
It can unite us too, our fear.

We are alone but still together,  
Each one faced with the unknown,  
And our friends we must rely on  
As news chills us to the bone.



[Listen to our students recite the poem](#)

## The Desert

Ocean

Streaks of amber light crossed the whole of the desolate desert. Although it was next to the vast ocean, you wouldn't be able to tell, since the sun's powerful rays burnt out the hydration leaving cracks in the ground's surface with withered plants everywhere.

Far out in the distance, the jagged mountains dance around whilst submerged in a sea of haze despite this, the mountains look as sharp and rigid as a wasteland full of old, rusted, steel panels and other metallic alloy from an abandoned industrial building. The sharp, dark, misty mountains drizzled with snow stand tall and watch over the Badlands like dominant, foreseeing spiritual leaders, refracting white, yellow and orange beams from the sunlight.

Twisted trees walk across the sun-baked land, stretching out physically, as if they are bellowing inaudibly begging for moisture from the seas. The few trees that are there stand slouched with weak roots with no choice but to carry on being what they are. Their weaving branches reach for the sky, waiting for the rain to hydrate them and bring them joy.

Although the light brown terra firma is as solid as graphene, the lack of hydration makes the ground look as fractured as broken glass with disfigured shapes, erratic grooves, bumps and crusty mud in the land, rough as the back of a massive, dusty, reptilian beast's scales. Ants roam restricted, between crannies, which act as a gigantic maze of tall walls and barriers for food whilst geckos on the land see this as a barbeque buffet.

However, deep in the dark depths of the Badlands in the night time, the moonlight casts its bright, white, light upon the blue blanket we call the sea as fennec foxes, coyotes and other animals roam about and scavenge for the remains of dead animal corpses to eat. The coyotes howl in the cool, open breeze and huddle around for warmth.



Atacama Chile 2021

# Music at Ashley College

MUSIC AS A THERAPHY ALSO NUTURES CREATIVITY

Our visiting music specialist Michael, creates an environment where students can explore music composition, performance and singing.

As part of our drive to develop a curriculum with a clear sequenced approach, we have designed a rich curriculum which enables our students to acquire knowledge in the time they are with us rather than the time their year group dictates.

Like a number of other subjects, we offer music as a vehicle for our students to use to their self-esteem, release their inner-self and showcase their creativity. This year we said goodbye to two amazing talented musicians Ocean and Vicky, together they explored ideas, created music and performed to an audience at the year 11 prom.

We also had a sneak preview of two year 10 students and a year 8 student who together have already formed a creative partnership of musical talent.

To enrich our curriculum we will explore literacy as a tool to develop out students lyrical writing.

If you would like to hear our year 11's composition.







## BOAT NEWS

ISSUE 37: SUMMER 2021

The first BOAT newsletter was published in July 2009

Welcome To Our New Look Newsletter



**YOUNGmINDS**  
Crisis Messenger

powered by  
**shout**  
85258  
CRISIS TEXT LINE



**Anxiety UK:** Support for those suffering with anxiety. Helpline – 03444 775 774 / text service – 07537 416905/

Email – [support@anxietyuk.org.uk](mailto:support@anxietyuk.org.uk)

**Bullying UK (part of family lives)** Helpline – 0808 800 2222/ Online forum –

[www.familylives.org.uk](http://www.familylives.org.uk)

**Childline:** Any issue children/ young people are facing Helpline – 0800 1111 /

[www.childline.org.uk](http://www.childline.org.uk) 1-2-1 counsellor chat

**National Bullying Helpline:** Advice and support for parents and young people 0845 2255 787

**Youth Helpline** - 0330 606 1174 / Email - [info@nopanic.org.uk](mailto:info@nopanic.org.uk)

**Young minds:** Mental health and wellbeing support <https://youngminds.org.uk/> Crisis messenger – Text YM to 85258

**Brent CAMHS:** <https://www.cnwl.nhs.uk/services/mental-health-services/child-and-adolescent-mental-health-services/brent-camhs>

**Brent School Nursing Service:** <https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/send-local-offer-directory/brent-school-nursing-service/>

**Brent Mental Health Service:** <https://www.rethink.org/help-in-your-area/services/community-support/brent-mental-health-service/>

**Brent Family Front Door:** <https://www.brent.gov.uk/services-for-residents/children-and-family-support/keeping-children-safe/contact-our-protection-team/>



Important Dates for the Autumn Term

INSET Day:	Wednesday 1st September 2021
Term Starts:	Thursday 2nd September 2021 - All pupils return
Parents Afternoon/evening:	Wednesday 15th September 2021
Half-Term:	Monday 25th October - Friday 29th October 2021
INSET Day:	Monday 21st November 2021 - School closed to pupils
Term Ends:	Friday 17th December 2021



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